

**GOVERNOR'S P-20 COORDINATING COUNCIL
MINUTES
General Meeting – November 9, 2009**

Location: 1700 W. Washington
Governor's 2nd Floor Conference Room
Phoenix, AZ

Members Present: Dr. Carol Peck, Dr. Linda Arzoumanian, Dr. Pauline Begay, Dr. Karen Butterfield for Superintendent Tom Horne, J. Elliott Hibbs, Lisa Graham Keegan, Dr. Michael Kearns, Dr. Marv Lamer, LaVelle McCoy, Colleen Niccum, Dr. April Osborn, DeAnna Rowe, Joel Sideman, Vince Yanez, and Dr. Jim Zaharis

Members Absent: John Arnold

Guest Presenters: Cathleen Barton, Jack Lunsford, Dave Howell, Marc Osborn, Reggie Gilyard, John Pineda, and Jody Foldesy

Staff Present: Debra Raeder, Karla Phillips, Dr. Deb Duvall, and Nancy Whitman

Council members and invited guests participated in a light luncheon from 12:15-1:00 p.m.

1. Call to Order, Welcome, Introductions, and Objectives

Dr. Carol Peck called the meeting to order at 1:00 p.m. and welcomed the Council members, Task Force Chairs, and BCG Team to the meeting. Dr. Peck asked the members, Chairs, and BCG Team to briefly introduce themselves.

Dr. Peck advised the public that, if they wished to address the Council, a "request to speak" form needed to be submitted to staff in order to be recognized during the Call to the Public portion of the meeting. Dr. Peck indicated that there were also "pink forms" for those who may wish to provide comment but do not wish to address the council and that these forms could be given to Debra Raeder at any time during the meeting.

Dr. Peck indicated that the purpose of today's meeting is to hear presentations on progress of stakeholder engagement and reports from Task Force Chairs on work on four assurance areas. Dr. Peck stated that the Council's role is to listen AND provide input. Dr. Peck thanked the Chairs and Task Force members for the herculean work they have undertaken to ensure Arizona has a bold, innovative and competitive Race to the Top application. Dr. Peck then asked Karla Phillips, the Governor's Education Policy Advisor, to provide comments.

Ms. Phillips indicated that the Task Forces are working to reach consensus on Race to the Top application recommendations that will be presented over the next two meetings. She stated that the Governor is being briefed on this work, and is eager to receive recommendations from our Council. Ms. Phillips emphasized that the work does not stop with the preparation of the RTTT application. Whether Arizona receives a RTTT grant or not, this work forms the trajectory for the state's future work to reform and improve our education system continuum.

2. Race to the Top Process Update

Dr. Deb Duvall, Special Advisor to the Governor for the Race to the Top Application, updated the Council on the process and work to engage and inform stakeholders from around the state regarding the application, and to gather additional input to inform the development of the application. Reggie Gilyard from the Boston Consulting Group provided information on the proposed outline for the application, and key themes that were beginning to develop around the four assurance areas including:

- Fairly broad agreement that Common Core standards are the right direction
- No one opinion as to the right CCR assessment, but agreement that it likely is not AIMS
- Willingness to incorporate student achievement into evaluations as long as student scores are not the only measure of effectiveness
- Emphasis on the importance of availability of real-time student data
- Pride in existing public and private programs to address equitable distribution of teachers and principals
- Agreement there is a need for greater accountability in performance-based compensation
- Pride in Arizona's charter school legacy and increasing collaboration between charter and district schools and organizations
- Questions about the details of how the more dramatic intervention models would work
- Those familiar with AEDW generally impressed with data and functionality available, while recognizing work remains to be done

3. Updates on the Work of the Task Forces

Dr. Peck indicated that the Council would be hearing presentations on the work of the task forces, which are helping to define ambitious plans for comprehensive reform.

Jack Lunsford, Chair of the Standards and Assessments Task Force, reviewed the draft RTTT requirements for Standards and Assessments, and provided an update on the current state of work in this areas. Chair Lunsford also presented the Task Force's strawman recommendations, which include:

- Standards:
 - Participate in Common Core initiative
 - Align existing Early Education standards to the Common Core
- Summative Assessments:
 - Investigate menu of college- and career-ready exams
 - Work with consortium to develop new version of AIMS
- Formative/interim Assessments:
 - Investigate menu of college- and career-ready exams
 - Work with consortium to develop new version of AIMS
 - Implement and/or expand tools to develop and interpret formative assessments
 - State-provided interim assessments

The Council engaged in a brief discussion with Chair Lunsford expressing their desire to include early education and higher education as well as ensuring a focus on what works.

Dave Howell, Chair of the Great Teachers Great Leaders Task Force, reviewed the draft RTTT requirements for Great Teachers Great Leaders, and provided an update on the current state of work in this area. Chair Howell also presented the task force's strawman recommendations, which include:

- Alternative Pathways
 - Provide active support and increased frequency for proposal submission

- Provide for reasonable course-load – move on when ready
- Provide early childhood and SEI endorsements; pathways to principal
- Provide e-learning certificate
- Differentiated Effectiveness
 - Ensure teacher and principal effectiveness based on multiple rating categories, with student growth a significant factor
 - Establish a statewide mentor academy
 - Ensure PD closely linked to evaluations with the necessary tools and supports
 - Strengthen accountability of PBC plans, based on student performance and best practices from PBC task force and programs like Career Ladder
- Equitable Distribution
 - Ensure supportive leadership / environment
 - Address barriers to move to struggling schools and reciprocity constraints
 - Expand programs for hard-to-staff subjects (e.g., STEM, special needs)
 - Establish financial incentives
- Data-driven Programs
 - Evaluate prep programs and alternative certification programs
 - Ensure PD informed by real-time student data

Council engaged in a brief discussion with Chair Howell. Chair Howell specifically addressed incorporating student achievement into evaluations and that they will not be the only measure of teacher/principal effectiveness. The Council also engaged in discussion on the importance of availability of real-time student data and greater accountability in performance-based compensation.

Marc Osborn, Chair of the Supporting Struggling Schools Task Force, reviewed the draft RTTT requirements for Supporting Struggling Schools, and provided an update on the current state of work in this area. Chair Osborn also presented the Task Force's strawman recommendations, which include:

- Scaffolding Interventions
 - Expand system of support for schools that aren't yet failing
 - Provide more rigorous interventions for schools that don't respond to support
 - Expand student-level interventions
- Charter Schools
 - Leverage measurement system for "scaffolding interventions"
 - Increase resources for ASBCS to pursue charter revocations
- Special Considerations
 - Extended school day
 - Standards-based after-school programs
 - 200-day school year
 - E-learning, especially for poor rural districts in general
 - Begin supports in early childhood
 - STEM themes
 - Teacher workforce conditions survey

Council engaged in a brief discussion with Chair Osborn. Chair Osborn discussed the increasing collaboration between charter and district schools, how the intervention models would work, and alternative pathway to certification. Council members concurred that early warning systems are extremely important and there needs to be a focus on responding immediately when schools show tendencies to fail. Concern was expressed that an extended school year could be impacted by culture.

Cathleen Barton, Chair of the Statewide Longitudinal Data Systems Task Force, reviewed the draft RTTT requirements for Data, and provided an update on the current state of work in this area. Chair Barton also presented the Task Force's strawman recommendations, which include:

- Entry to exit longitudinal student data for:
 - College remediation tracking and trending
 - Concurrent coursework (HS to college) tracking
 - Preschool and early childhood data collection to meet federal EC initiative
 - Mobile student tracking (military, inter-state, migrant, detention)
- SKED course codes to:
 - Compare/link courses across schools based on components of curriculum
 - Allow understanding of whether certain courses are comparable and, if so, whether one is associated with systematically higher achievement on AIMS and in post-secondary
 - Provide numbering system based on standards; already in place in several states (inc. KS, UT)
- Automation of compliance requirements to:
 - Allow school leadership teams to focus on school improvement efforts instead of meeting time-consuming compliance requirements
 - Provide pre-population of documents with key data, e.g., results of interim assessments
 - Be based on dynamic profiles such as current class rosters
- Student-teacher link to:
 - Link teacher performance to student achievement (critical). No specific policy barriers exist, but need to define data use to make stakeholders comfortable. Limits to usability exist – not all teachers have tested students, not all differences in performance are statistically significant, etc.

Council engaged in a brief discussion with Chair Barton regarding the balance of statewide vs. local systems and the plan for rollout in getting data to principals, teachers, students, and parents.

4. Race to the Top Broad Initiatives

Dr. Deb Duvall, Special Advisor to the Governor, provided information to the Council on the Race to the Top Broad Initiatives. Broad initiatives cut across assurance areas and touch all aspects of education reform and include:

- STEM Strategy for the 21st Century to:
 - Set higher standards
 - Team with private sector to improve pathways to STEM careers
 - Scale up successful programs to build on STEM talent
 - Scale new, innovative ways to generate student excitement in STEM
 - Expand STEM schools
- Rural Strategy to provide:
 - High-quality administrators and teachers willing to turn around rural schools
 - Infrastructure: Leverage technology
 - Address Native American needs: Specific strategies within broader initiatives, e.g.,
 - Alternative pathways
 - Cultural sensitivity
 - Dropout prevention
- Focus on Transitions that will:

- Prepare students to meet challenges at each level
- Provide associated initiatives that reinforce, e.g.,
 - Early education assessments
 - Interventions, especially reading
 - End social promotion
- Focus on English language proficiency
- Online Strategy to:
 - Expand access to quality coursework (e.g., AP) to students at schools that cannot support
 - Provide online component to support alternative certification programs
 - Provide tools to support instruction, including:
 - Formative assessments
 - Data analysis
 - Professional development

5. Vision and Strategy for AZ Education Reform Draft

Reggie Gilyard from the Boston Consulting Group discussed the working vision for public education in Arizona: *By 2020, Arizona's public education system, from P to 20, will be ranked in the top 5 in the country and among the best globally.* Mr. Gilyard also reviewed the eight components to theory of action that will enable climb to the top:

- Set ambitious standards and expectations
- Highly effective teaching at the center of all decisions and plans
- Establish rigorous accountability and support for all players
- Data to drive decisions at all levels
- Scale up what is working for statewide reach
- Leverage innovation and technology to achieve state-of-the-art education
- Close the achievement gap without shortchanging stronger schools
- Harness the energy and resources of a wide range of stakeholders

6. Additional Comments from the Council

Dr. Carol Peck called for any comments from the Council and informed them that the four Task Force leaders, Dr. Karen Butterfield, Dr. Deb Duvall, and Debra Raeder are available to talk to anyone following the meeting. Individual Council members expressed concern around the following areas: that the vision needs to be for all students; a need to ensure recognition of cultural differences; ensure recognition that the state is very diverse and the needs of very rural Arizona must be considered; must ensure we can measure our success as compared to other states/countries; ensure a focus on partnerships; and to recognize the importance of early childhood preparation programs.

7. **Call to the Public** Dr. Carol Peck made a call to the public. There were three requests to address the Council. Janice Palmer, Director of Governmental Relations, Arizona School Boards Association, stated that student achievement is critical and there should be a focus on outreach. Andrew Morrill, Vice President, Arizona Education Association, indicated that facilitation would be important as we address student achievement and teacher performance. Caroline VanIngen-Dunn, Deputy Director, SFAz STEM Initiative, stated that the work of the SFAz STEM Center could help fulfill STEM strategy in the Arizona application.

8. Adjournment

There being no further business before the P-20 Council, Dr. Marv Lamer motioned, and Dr. Jim Zaharis seconded a motion to adjourn. The motion passed unanimously and the meeting adjourned at 4:00 p.m.